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ABSTRACT

A supplemental instruction program was designed to assist students in mastering course concepts and to increase student competence in reading, reasoning, and study skills. Supplemental leaders, upper division students whose course competency has been certified by course instructors, attend course lectures where they take notes and complete assigned readings. The leaders then visit the targeted course during the first two days of class in a semester and survey students who are interested in supplemental sessions. Students fill out a form that indicates the times they are available for supplementary sessions. The supplementary session leader then schedules and conducts three or four 50-minute sessions each week. Student attendance is voluntary. The program was pilot tested in a Spanish class at the University of Nebraska-Omaha. Although the supplementary sessions were found to be beneficial, problems could be resolved by (1) ensuring that the supplemental review sessions are tied to one course taught by one instructor, (2) hiring staff leaders for sessions rather than students leaders, (3) providing adequate feedback and constructive criticism for session leaders, and (4) informing students that attending supplemental sessions is not a substitute for studying. (DF)

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# SAY "SI" TO SUPPLEMENTALS

Judy Harrington
and
Diane Moore

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CS 008 492

"SAY 'SI' TO SUPPLEMENTALS"

Presenters: Judy Harrington, UNO Learning Center, Director
Diane Moore, Assistant Professor, Spanish, UNO

The presenters will inform participants of the purposes, procedures and results of Supplemental Review as it has been implemented at the University of Nebraska at Omaha. Supplemental Review is based on the Supplemental Instruction model which was developed at the University of Missouri at Kansas City. Information on the purpose and procedures is based on descriptions found in Retention With Integrity Through Supplemental Instruction by Blanc, DeBuhr and Martin of the UMKC Learning Center.

PURPOSE: Supplemental Instruction is designed to assist students in mastering course concepts and, at the same time, to increase student competence in reading, reasoning, and study skills.

PROCEDURES: Supplemental leaders (upper division students whose course competency has been certified by course instructors) attend course lectures where they take notes and complete assigned readings.

These leaders visit the targeted course during the first two days of class in a semester and survey the students who are interested in Supplemental sessions. At this time students fill out a form which indicates the times they are available and would attend a SR.

The SR leader then schedules and conducts three or four 50-minute SR sessions each week at times convenient for the majority of students in the course. Student attendance is voluntary.

High risk courses are targeted for Supplementals not high risk students.

The leader's job is to demonstrate proficiency in the subject while providing instruction in the reading, writing, and thinking skills necessary for content mastery.

IMPLEMENTATION/APPLICATIONS AT UNO

PILOT STUDY: The first supplementatl at UNO was offered in Spanish 111 with Judy Harrington, Learning Center director, as supplemental leader. Assistant professor Diane Moore was the Spanish instructor and her cooperation and support were vital to the success of the pilot study.

As a result of this, Professor Moore exercises for a tutoring guide and Ms. Harrington contributed tips for studying a foreign language. This was produced as a Spanish tutoring guide which was distributed chapter by chapter only to those students who attended the SR. This guide was used very successfully with subsequent Spanish SRs. (A sample page is included in appendix)

PROGRAM GROWTH:

An internal mini-grant was written and funded which allowed for program expansion in Supplementals. Dr. Larry DeBuhr from UMKC came to the UNO campus and conducted a day-and-a-half in-service for new supplemental leaders. Supplementals were offered in Spanish (111 and 112), Economics 201, Physiology and Anatomy, and World Civilization. Nineteen different sessions were held weekly both on-campus and off-campus (at the Nursing dorm for Physiology and Anatomy).

Supplemental leaders visited all targeted classes during the first few days of the semester with the interest survey. SR leaders made posters of times and went back to the classes within 24-hour time span whenever possible. The Spanish SR leader also had bookmarks made with times of the Supplementals listed. The bookmarks were color-coded to the posters and book color of the respective Spanish textbooks.

RESULTS:

The SR sessions have been found to be successful.(See report of Spanish supplemental attached) They were, however, not without problems. These problems are identified as possible areas of concern for other campuses considering adoption.

1. Supplemental REview sessions should be tied to one course, one instructor. We tried having one supplemental cover five sections of Spanish 111 with five different instructors. It doesn't work even though all instructors used the same text. They were usually on different chapters and it was frustrating for students as well as the SR leader.

Resolution: We target one instructor and invite other sections to attend if they're willing to rish not covering material they're currently studying.

2. Student supplemental leaders vs. staff leaders. Student leaders are much more prone to conflicts in keeping Supplemental times. The demands of mid-terms, finals and term papaers weigh as heavily on SR student leaders as they do on other students. Consequently, there are times when conducting the SR sessions cut

heavily into the SR leader's own study time. Staff members, on the other hand, do not have the school studies conflict. However, with limited numbers of permanent staff, it is not a cost-efficient way for staff to spend time. There has been no satisfactory resolution to this problem. Although at this time, we do rely heavily on student SR leaders.

3. Supervision of Supplemental sessions. It is essential to provide supervision and feedback to SR leaders, especially those who are first-timers. It has been difficult to provide adequate supervision particularly during the first four weeks of each semester when activity in the Learning Center is at its peak. Supplementals are conducted all over campus and at approximately the same times (all morning sessions as that's when most of our students are on campus). The one full-time staff member responsible could not adequately cover SRs and direct LC activities at the same time.

Resolution: Two of the SRs are now routinely held in the same building as the LEarning Center to facilitate quick supervisory visits.

4. Students expect miracles at sessions. Some students have been disappointed that attending a SR has not replaced the need to study, read and attend classes.

Resolution: Be very clear in class announcements that SRs assist in improving the quality of course study--SRs do not replace the need to study. Continue to emphasize at early sessions.

In conclusion, the benefits of Supplmentals have far outweighed the problems. SR is a cost-efficient way to provide assistance to large numbers of students before they are in trouble.

UNIVERSITY OF NEBRASKA AT OMAHA

**INTERDEPARTMENTAL CORRESPONDENCE**

Date: March 18, 1983

To: [redacted]

From: Judy Harrington, Director, Learning Center

Subject: Report of Supplemental Review Sessions for Spanish 111, Fall Semester, 1982

During the fall semester, 1982, Supplemental Review (hereafter, SR) sessions were provided by Judy Harrington, Learning Center Director for students in five Spanish 111 classes. Following is a summary of the results.

Throughout the semester, 45 one-hour sessions were offered to the Spanish 111 students. Altogether, 20 students from the enrollment of 97 (21%) utilized the service. Average attendance at each session was four students. The Learning Center provided 153 student-utilization hours. Achievement of the SR group is compared to that of the Non-SR group in Table I below.

TABLE I

ACHIEVEMENT OF SR PARTICIPANTS COMPARED TO ACHIEVEMENT OF NON-SR PARTICIPANTS

| GRADE | SR GROUP (N=20) | | NON-SR GROUP (N=77) | | TOTAL GROUP (N=97) | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| A | 7 | 35% | 22 | 29% | 29 | 30% |
| B | 5 | 25% | 18 | 23% | 23 | 24% |
| C | 7 | 35% | 8 | 10% | 15 | 15% |
| D | 1 | 5% | 3 | 4% | 4 | 4% |
| F | 0 | 0% | 7 | 9% | 7 | 7% |
| W | 0 | 0% | 19 | 25% | 19 | 20% |
| Combined F/W | 0 | 0% | 26 | 31% | 26 | 27% |

As can be seen by this Table, the SR group had no F or W (withdraw) grades compared to 31% in the Non-SR group. This reduction in the percentage of unsuccessful enrollments is the primary goal of Supplemental Review Sessions.

In addition, students who had attended any of the SR sessions were asked to complete an evaluation form in the Spanish 111 class at the end of the semester. Mean student evaluation of the helpfulness of the sessions was 4.4 on a scale of 1 (not helpful) to 5 (very helpful).

All data and records used to compile this report are available at the Learning Center. Thank you very much for your support and cooperation in this project.

rh

# LECCIÓN VI

Primera parte

I. Verbos

A. Ejercicios de práctico

1. Digo la verdad. (él, ustedes, tú, nosotros)
2. Repite la fecha. (yo, ellos, Ricardo, tú)
3. Lo veo. (ella, los estudiantes, tú, usted)
4. ¿Qué pierdes? (nosotros, yo, usted, ellos)
5. Sirve café. (la camarera, yo, nosotros, tú)

B. Llene el espacio con la forma apropiada.

1. Ellos _____ ahora. (say goodbye)
2. Yo _____ más dinero. (ask for)
3. Nosotros _____ esta música. (listen to)
4. ¿Qué _____ usted? (do you get)
5. El _____ unas fotos. (takes)

C. Conteste en español:

1. ¿Qué ves en los paredes?
2. ¿Quiénes sirven el café?
3. ¿Por que repite la profesora?
4. ¿A qué hora se viste usted?
5. ¿Qué dices siempre?

II. Free time for questions from class.

III. Los números:

A. Practiquen los siguientes en español.

1. 450
2. 500
3. 701
4. 1,000
5. 322

B. Dé la respuesta en español.

1. ¿Cuántos son seiscientos dividido por dos?
2. ¿Cuántos son cincuenta por cinco?
3. ¿Cuántos son noventa nueve y nueve menos ciento uno?
4. ¿Cuántos son trescientos viente y cinco y quinientos veinte?
5. ¿Cuántos son mil por dos?

C. Llene el espacio con la palabra apropiada.

1. el _____ día (first)
2. la _____ vez (eighth)
3. la _____ semana (third)
4. el _____ de mayo. (first)
5. el _____ de junio. (sixth)